

## **CHAPTER 5**

### **CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

This chapter presents the conclusions that were derived from the discussion based on the research question. The implications and recommendations were presented to bring some suggestions related to the pedagogical practices and further research.

#### **5.1 Conclusion**

The data were teacher and students' utterances which were gathered from the classroom observation done by the researcher. There are five classrooms which is different grades (year 4, 5, and 6) from three different schools that have been observed by the researcher. From the analysis, the researcher found that there are 2856 total utterances which consist of 1.701 teacher's utterances and 1.155 students' utterances. Since this study focused on students' engagement, the first thing that the researcher do is analyzing students' response to see the categorization of the responses. There are 24 responses to the teacher's offering, 436 responses to the teacher's command, 59 responses to the teacher's statement, and 406 responses to the teacher's question. After categorize the students' response, the researcher found that there are 105 students' responses showed the disengagement and 793 students' responses showed the engagement to the teaching and learning process.

By using the discourse analysis and students' engagement analysis, the researcher found there are 217 students' responses engage in all domains; cognitive, behavioural, and emotional, 10 responses engage cognitive and emotional, and 566 responses engage behavioural and emotional. And then the researcher classified the stages of students' engagement into Cognitive (76 engagements in *mengingat*, 150 in *memahami*, and 19 in *mengevaluasi*), Emotional (550 engagements in *menerima* teaching and learning process, 379 in *menjalankan perintah*, 10 in *menghargai*, and 6 in *menghayati*), and Behavioral (556 engagements in *mengamati*, 33 in *menanya*, 302 in *mencoba*, 45 in *menalar*, and 5 in *menyaji*). From the analysis it can be concluded that primary students are mostly engaged behavioral and emotional with the basic stages; *mengamati* and *menerima* teaching and learning process.

## 5.2 Implication

From the findings, there was a big point that can be concluded. The result showed that the students are mostly engaged behavioral and emotional during the English teaching and learning. Furthermore, by using stages of students' engagement which is referred to the *Standar Proses Pendidikan Dasar dan Menengah Curriculum 2013* it can be seen that primary students' engagement are in the basic stages of engagement such as in behavioral, the students were mostly engaged in *mengamati*; emotional, the students were mostly engaged in *menerima*; in cognitive, the students were mostly engage in *memahami*.

### **5.3 Recommendation**

The recommendation for the next English Department students, who want to conduct a study using a Classroom Discourse Analysis, specifically in students' engagement in the English teaching and learning process in other grade such as junior or senior high schools. This study will help to capture the students' engagement appropriate to the point of Curriculum 2013 that implement the learner centeredness.